

Note:

The following curriculum is a consolidated version. It is legally non-binding and for informational purposes only.

The legally binding versions are found in the University of Innsbruck Bulletins (in German).

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Curriculum as of 1 October 2018

Bachelor's Programme Islamic Religious Education at the Faculty for Teacher Training of the University of Innsbruck

§ 1 Qualification profile

- (1) The Bachelor's Programme Islamic Religious Education is grouped among the theological studies. It provides academic preparation and qualifications for professions requiring understanding and application of the tenets and methods of Islamic religious education. The Bachelor's programme offers a theological and religious-pedagogical training and qualifies for the fields of congregations, religious education, pastoral care, adult education, religious and non-religious institutions, work with children and youths, public relations and counselling. As an academic degree programme, it systematically combines research and teaching and fosters the practical application of theories, methods and instruments. In addition, the programme sensitises students to issues of gender research. The general principles of educational science, subject-didactics and the pedagogical studies in connection with school practice, complement the subject-scientific education. Graduates are qualified for a pertinent Master's Programme.
- (2) Scientific professional education
 - Graduates possess advanced knowledge in Islamic religious education and theology.
 - They are able to develop, evaluate and apply further developments in religious education and theology and to apply the acquired skills in an interdisciplinary way.
 - Graduates are able, using the German language, to competently interpret and explain the Islamic religion in various social contexts.
 - They are capable of intercultural and interreligious dialogue with religions and worldviews based on self-criticism, tolerance and cooperation.
 - Graduates are able to integrate their theological knowledge into their own teaching philosophy and practice.
- (3) Interdisciplinary skills
 - Graduates master appropriate learning strategies to further develop their knowledge and understanding of education independently.
 - They have problem-solving competences based on scientific theories and methods.

- Moreover, they possess interdisciplinary key competences in communication, cooperation and interreligious and intercultural dialogue.
- Graduates are capable of critically examining and interpreting research findings, taking into account relevant social, scientific and ethical issues.
- The completion of teaching practice in official educational institutions enables graduates to critically analyse and reflect on their experiences from various religious educational perspectives.

§ 2 Scope and duration

The Bachelor's Programme Islamic Religious Education covers 180 ECTS-Credits, corresponding to a duration of six semesters. One ECTS-Credit is equivalent to a workload of 25 hours.

§ 3 Types of courses and maximum number of participants

- (1) Courses without continuous performance assessment:
 1. **Lectures** (VO) are courses held in lecture format. They introduce the research areas, methods and schools of thought for a given subject. Maximum number of participants: none
 2. **Studies orientation courses** (SL) provide an overview of the study programme and its structure. They give students an objective basis to assess their decision to pursue their chosen subject. Maximum number of participants: none
- (2) Courses with continuous performance assessment:
 1. **Introductory seminars** (PS) introduce students interactively to scientific literature through the treatment of selected issues. They convey knowledge and methods of academic work. Maximum number of participants: 25
 2. **Seminars** (SE) provide in-depth treatment of scientific topics through students' presentations and discussion thereof. Maximum number of participants: 25.
 3. **Lectures with practical elements** (VU) focus on the practical treatment of concrete scientific tasks that are discussed during the lecture parts of the course. Maximum number of participants: 25.
 4. **Practical training courses** (PR) provide practical experience with concrete scientific tasks, complementing occupational and academic training. Maximum number of participants: 14

§ 4 Allocation of places in courses with a limited number of participants

1. Students for whom the study duration would be extended due to the postponement are to be given priority.
2. If the criteria in no. 1 do not suffice, first, students for whom this course is part of a compulsory module are to be given priority, and second, students for whom this course is part of an elective module.
3. If the criteria in (1) and (2) do not suffice for regulating course admission, the available places are allocated by random selection.

§ 5 Compulsory modules

The following compulsory modules corresponding to 180 ECTS-Credits must be passed:

1.	Compulsory Module: Introduction to Scientific Working and Islamic Theology	h	ECTS-Credits
a.	SL Introduction to Scientific Working Formal design of scientific papers; the process of writing scientific papers; dealing with scientific literature and libraries; literature research; correct citation; presentation of relevant encyclopaedias, theological and philosophical standard works and journals as well as source works	1	2
b.	PS Theories and Methodology of Islamic Research Introduction to the methods of research and teaching in Islam with special consideration of didactic interpretation of sources and the relevance of traditional methods for a contemporary scientific context.	2	3
c.	VO Introduction to Islamic Theology Introduction to the basic terminology and concepts of Islamic Theology and their transformation into special contexts.	1	2.5
Total		4	7.5
Learning Outcomes: Graduates are able to describe the formal design and development process of a scientific paper. They are able to describe and apply the methods and theories of Islamic Theology. Graduates are able to independently explain the basic terminology and concepts of Islamic Theology and to transform them into appropriate contexts.			
Prerequisites: none			

2.	Compulsory Module: Basics Arabic I	h	ECTS-Credits
a.	VU Arabic 1 Introduction to classical Arabic language, Arabic characters, transcription rules and phonetics, as well as learning the basics of Arabic grammar and syntax.	2	2.5
b.	VU Arabic 2 Advanced study of Arabic language, improving language skills, expanding of the basic knowledge in morphology, complex syntactic structures and lexis as well as reading and understanding of Arabic texts.	2	2.5
Total		4	5
Learning Outcomes: Graduates are able to correctly use basic terminology (vocabulary in spoken and written language) related to the Qur'an and to apply different styles of transcription. They have a command of grammar and are able to understand and work on Arabic, Islamic-theological texts.			
Prerequisites: none			

3.	Compulsory Module: Basics Arabic II	h	ECTS-Credits
a.	VU Arabic 3 Advancing of language proficiency and extension of vocabulary and text comprehension with a focus on terms that are necessary for the understanding of the Qur'an and theological texts.	2	2.5
b.	VU Arabic 4 Focus on reading, understanding and working with complex Islamic-theological sources	2	2.5
	Total	4	5
Learning Outcomes: Graduates have a command of the grammar and are moreover able to understand and work with Arabic, Islamic-theological texts.			
Prerequisites: none			

4.	Compulsory Module: Principles of Qur'an Recitation	h	ECTS-Credits
a.	VU Qur'an Recitation 1 Introductory knowledge of the rules and technique of Qur'an recitation and learning of the practice. Understanding edited verses and memorising key verses.	2	2.5
b.	VU Qur'an Recitation 2 Learning of independent and correct Qur'an recitation and the skills of Tajwid. Memorising more verses.	2	2.5
	Total	4	5
Learning Outcomes: The graduates have the skills of the Tajwīd, can classify the terms and main themes of the Qur'an, and recite the Koran independently in Arabic. Furthermore, they can recite important surahs by heart.			
Prerequisites: none			

5.	Compulsory Module: Islamic Norms I	h	ECTS-Credits
	SE Islamic Norms (Fiqh) Knowledge of the scope of Islamic teaching, the essential stages of the development of Islamic teaching and the various schools of Islamic law and their origins.	3	5
	Total	3	5
Learning Outcomes: Graduates are able to identify different directions and stages of Islamic teachings and norms in past and present.			
Prerequisites: none			

6.	Compulsory Module: Islamic Norms II	h	ECTS-Credits
a.	SE Methodology of Usul al Fiqh Introductory knowledge of the origins, development, contents and types of Muslims legal handling of the methodology of the Islamic norms in canonical texts: Islamic law and its methodology: different approaches to the sources of Islamic norms in the different schools of law.	2	3
b.	SE Islamic Norms (Fiqh) – Advanced Study Examination of specific normative realms of ‘Ibadāt and Mu‘āmalāt which are relevant in the present context.	2	2.5
c.	VO Contextual Theology Consideration of Islamic theology from a social perspective and its place in the lives of Muslim school children today.	1	2
	Total	5	7.5
Learning Outcomes: Graduates are able to explain the origins, the history and the methodology of Islamic jurisprudence. They are able to analyse specific normative fields of ‘Ibadāt and Mu‘āmalāt in a contemporary context and can newly interpret the most important aspects of Islamic norm teachings with regard to life of today.			
Prerequisites: none			

7.	Compulsory Module: Systematic Islamic Theology I	h	ECTS-Credits
a.	VO Statements of Faith of Islamic Religion Fundamental principles of the Islamic faith in relation to contemporary challenges; knowledge of the concept of faith in Islam; reflections on faith in terms of social reality; historical development of Islamic schools of thought and law; rituals and religious services	2	2.5
b.	VO Systematic Islamic Theology (Kalam) Introduction to the systematic theology of Islam (Kalam) and its methodology, history and present state of Islamic theology and the individual theological schools.	3	5
	Total		
Learning Outcomes: Graduates are able to describe the Islamic religion, its origins and development. In addition, they know the classical Islamic scientific disciplines as well as their methodological and theoretical issues.			
Prerequisites: none			

8.	Compulsory Module: Systematic Islamic Theology II	h	ECTS-Credits
	VO Questions of Faith in the Present Time Addressing issues of faith that are relevant in the current secular and plural context.	1	2.5
	Total	1	2.5
Learning Outcomes: Graduates can answer questions relevant to faith that arise in a plural democracy.			

Prerequisites: none

9.	Compulsory Module: Prophetic Tradition (Hadith-Science) I	h	ECTS-Credits
a.	SE Hadith and the Methodology of Hadith-Science The history of the origins and establishment of Hadith as well as dealing with Hadith works.	2	5
b.	VO Biography of the Prophet (Sira) The history, activities and thoughts of Mohammed and his companions in the development of Islam.	2	5
	Total	4	10
Learning Outcomes: Graduates are able to describe the origins and development of Hadith studies; they are also able to explain the way of dealing with the Hadith. Graduates are competent in describing important events and stages of the life of the prophet.			
Prerequisites: none			

10.	Compulsory Module: Prophetic Tradition (Hadith-Science) II	h	ECTS-Credits
	VO Current Approaches in Hadith Research Modern, hermeneutic approaches for understanding the Hadith in the contexts of the Sunnah.	2	5
	Total	2	5
Learning Outcomes: Graduates can discuss the Sunnah tradition knowledgeably, critically and in relation to the current perspective.			
Prerequisites: none			

11.	Compulsory Module: Qur'anic Sciences, Exegesis and Didactics of Qur'an	h	ECTS-Credits
a.	SL Introduction to the Qur'an Science The history of revelation and the text of the Qur'an and the different disciplines of Qur'an Studies; scientific and methodological concepts within Islamic disciplines of science;	2	3
b.	SE Tafsir – Qur'an Exegesis Types of reading and traditions of interpretation in Islam based on Tafsir and Hadith works; application of methods to selected passages of the Qur'an	3	5
c.	SE Genesis and Exegesis of Written Sources History of Qur'an exegesis, traditional and modern methods; in-depth discussion of classical texts and their contextualisation.	2	2.5
d.	VO Qur'an Research in the Present Contemporary approaches to Qur'an research; discussions within Islam about Qur'an research	1	2.5

e.	SE Didactics of Qur'an Advanced subject-didactic knowledge of the reflection and examination of subject-didactical perspectives on the position of the Qur'an and the different approaches of Qur'an didactics.	2	2
Total		10	15
Learning Outcomes: Graduates know the basic concepts, the key or current topics of the Qur'an and are able to summarise scientific-methodologic concepts of Classicism and the modern times. Graduates are capable of reflecting on and interpreting the written sources in Islam methodologically. Based on these sources, they are able to derive practical help and advice for Muslim school children for contemporary challenges. Graduates know different religious-educational and subject-didactical approaches, which enable them to develop teaching-relevant concepts for teaching the Qur'an for all school levels.			
Prerequisites: none			

12.	Compulsory Module: Islamic Spirituality and Ethics	h	ECTS-Credits
a.	SE Islamic Mysticism Historical development, character and basic terminology of Islamic mysticism; image of man, image of God; mystical schools.	2	3
b.	VO Islamic Ethics Ethical fundamentals of the Islam – theological, philosophical and mystical ethics; ethical responsibility of Muslims in a globalised world; Islamic ethics as a contribution to a peaceful, pluralistic society, Qur'anic and prophetic ethics;	2	4
c.	SE Approaches in Religious Education in Islamic Mysticism Approaches in religious education in Islamic mysticism; possible use of mystical concepts in religious education.	1	3
Total		5	10
Learning Outcomes: Graduates are able to discuss the emergence and development of Islamic mysticism in a competent way. They are knowledgeable about the contemporary significance of Islamic ethics for intercultural and interreligious dialogue and to introduce it appropriately in consideration of the respective situation. Graduates are competent to recognise and implement their ethical responsibility in the contemporary world. They know various mystical concepts and can combine these with current religious pedagogical approaches.			
Prerequisites: none			

13.	Compulsory Module: History of Islam	h	ECTS-Credits
a.	VO Schools of Jurisprudence (Math'hab and History of Math'hab in the Islam) Historical origins and development of the various confessions in Islam and their significance in the daily lives of Muslims.	2	2.5
b.	SE Islamic Art and Cultural History The history of Islamic art and culture; introduction to Islamic art forms (religious music, instruments, Arabic calligraphy, architecture).	1	2

c.	VO History of Islam The history of Islam from the death of the prophet Mohammed to the decline of the Abbasid Empire; characteristics of various epochs and their effects on the development of Islamic theology.	2	3
	Total	5	7.5
Learning Outcomes: The graduates are able to describe the historical and content-related development of the various schools of Islam and to explain their significance for everyday life. They are able to identify important phases of Islamic art and cultural history and to describe the corresponding Islamic forms of art. Students know the different epochs of Islamic history and understand the socio-economic and political background of different theological problems.			
Prerequisites: none			

14.	Compulsory Module: Muslims and Islam in the European Context I	h	ECTS-Credits
a.	VO Islamic Gender Discourse Introduction to Gender Studies and in feministic schools in an Islamic context; Islamic personalities of the emancipation movement; introduction to gender relations in conventional Islamic theology;	1	2.5
b.	VO Islam and Media Reporting and reception of Islam and Muslims in the media- quantitative and qualitative analysis of selected examples.	1	2.5
	Total	2	5
Learning Outcomes: Graduates are able to describe the different schools in an Islamic context. Moreover, they are able to describe and evaluate the emancipation movement in an Islamic context. They are able to critically deal with the media and reporting in a pluralistic society.			
Prerequisites: none			

15.	Compulsory Module: Muslims and Islam in the European Context II	h	ECTS-Credits
a.	VO Interreligious Learning from an Islamic Perspective Fundamentals of interreligious dialogue and interreligious learning from an Islamic-theological perspective.	1	2.5
b.	VO Introduction to Christianity Introduction to the history and beliefs of Christianity.	1	2.5
	Total	2	5
Learning Outcomes: Graduates are familiar with different approaches to interreligious dialogue in secular, pluralistic societies and are capable of problem solving, developing as well as critically assessing dialogue models. They know the similarities and differences between the religions of Christianity and Islam and are able to see and work on topics from different perspectives.			
Prerequisites: none			

16.	Compulsory Module: History of Islamic Thought	h	ECTS-Credits
a.	VU Special Themes in the History of Philosophy – Islamic Philosophy Fundamental issues of the relationship between religious belief and philosophical reflection, focusing on traditions of Islamic thought; key figures in the history of Islamic philosophy are presented, a systematic overview of current fundamental questions is offered; philosophical topics in contexts of interreligious dialogue.	2	3.5
b.	VO Islamic Anthropology Awareness and reflection of one's own ideas of man and introduction to the anthropological approaches in Islamic philosophy and theology.	2	4
	Total	4	7.5
Learning Outcomes: Graduates are able to describe the emergence, development, spreading and importance of philosophy in the Islamic culture and its contribution to the history of philosophy as well as to present its relevance for today. They are able to observe the essence of humanity and their position in the world from a scientific and Islamic-theological point of view and to relate it to other disciplines.			
Prerequisites: none			

17.	Compulsory Module: Islamic Religious Education I	h	ECTS-Credits
	VO History of Islamic Religious Education The history and development of Islamic religious education, main figures from the first periods of Islamic history to the present and their significance for dialogue in religious education today.	1	2.5
	Total	1	2.5
Learning Outcomes: Graduates are able to describe the history of emergence and important phases of Islamic religious education. They can discuss the history, tasks and objectives of Islamic education and upbringing in a differentiated way.			
Prerequisites: none			

18.	Compulsory Module: Islamic Religious Education II	h	ECTS-Credits
	VO Contemporary Approaches in Islamic Religious Education Contemporary movements in Europe and the Islamic countries	1	2.5
	Total	1	2.5
Learning Outcomes: Graduates are able to differentiate various approaches in Islamic religious education and to examine the economic, cultural and political conditions.			
Prerequisites: none			

19.	Compulsory Module: Principles of Educational Science I	h	ECTS-Credits
a.	VO School as Educational Institution and the Role of the Teacher Introduction to the following topics: school as an institution in the context of formal education, alternative teaching and school concepts, learning and teaching in the institutional and social context, teaching theories and general teaching skills, lesson planning and design of learning and teaching scenarios as well as teaching environments in terms of diversity; methods for profession related / theory-based reflection, fundamentals of teaching observation and basic professionalization concepts of the teaching profession in the context of social role models of teachers.	2	2
b.	VO Teaching and Learning Differentiation and clarification of terms such as education, up-bringing, teaching, learning, lessons, evaluation; understanding of respective theories and concepts; practice-oriented examination of basic questions and situations in teaching and learning with special consideration of interreligious contexts.	2	2
c.	VO Educational Science for Primary Schools Fundamental knowledge in educational science for primary schools	2	2.5
d.	VO Introduction to Migration Education This lecture offers an introduction to different conditions in migration societies in relation to instruction and education. In addition to an overview of the history of pedagogy for foreigners, intercultural education, antiracist education and migration pedagogy, also the discussion of dealing of non-school and school institutions with the differences and inequalities relating to migration phenomena is focused on.	2	3.5
Total			
Learning Outcomes: Graduates of the Module understand the importance of school as an educational institution and have basic knowledge in the fields of education, learning and teaching in institutional contexts. They know alternative learning concepts and school systems. They are able to differentiate and reflect on basic concepts and situations in educational and teaching science. Graduates of scientifically sound knowledge and skills in the pedagogical and educational-science related field of primary schools that help to support the learning and working of pupils in a differentiated way. Students are able to recognise and portray the historic, political and cultural conditions of the construction of conditions of difference and dominance in migration societies.			
Prerequisites: none			

20.	Compulsory Module: Principles of Educational Science II	h	ECTS-Credits
a.	VO Developmental Psychology: Childhood and Youth Subjects and fields of developmental psychology; history of developmental psychology; current socialisation and development theories	2	3
b.	SE Empirical Research in Educational Contexts Introduction to the basic concepts of empirical research; formulation of appropriate research questions; survey and evaluation methods; structure of research reports	2	3
c.	PR Basic Internship School Teaching and Learning Settings First assisted school teaching experience in a team and as individual teacher	2	2

d.	VO Legal Fundamentals of Education, Counselling and Pastoral Care Insights into the legal framework of education and pastoral care.	1	2
	Total	7	10
<p>Learning Outcomes: Graduates are able to competently describe the subject and tasks of developmental psychology and contemporary theories of socialisation and development and to critically discuss the most important concepts and paradigms of developmental and socialisation research. They know the basic concepts of empirical research and are able to understand and apply the basic logic of empirical projects. Graduates are able to perceive the framework conditions of teaching religious education and to plan and implement shorter teaching units. They are moreover able to correctly apply the legal framework conditions of educational contexts.</p>			
<p>Prerequisites: Positive completion of compulsory module 23 is precondition for the PR Basic Internship School Teaching and Learning Settings.</p>			

21.	Compulsory Module: Islamic Subject Didactics I	h	ECTS-Credits
a.	SE Subject Didactics Primary Schools Introduction to the framework conditions and the fundamental subject-didactic competences for teaching religious education at primary schools. Designing of annual plans and planning of concrete teaching units; contemporary and age-appropriate teaching and learning paths.	2	2
b.	PR Subject-Related Practical Course I Practical experience by observation, planning and implementing and reflecting on teaching Islamic Religious Education in the teaching and learning setting of 6-10-year old children.	2	3
	Total	4	5
<p>Learning Outcomes: Graduates know the framework conditions of teaching religious education at primary schools. They can plan, hold and evaluate lessons in religious education against the background of pertinent subject-didactic insights and practices.</p>			
<p>Prerequisites: Positive completion of compulsory module 23 is a precondition for the PR Subject-Related Practical Course I.</p>			

22.	Compulsory Module: Islamic Subject Didactics II	h	ECTS-Credits
a.	SE Subject-Didactics I Introduction to the framework conditions and the fundamental subject-didactic competences for teaching religious education at schools (age group 10 – 15 years); relevant subject curricula and religious education books; designing of annual plans and planning of competence-oriented teaching units; conception of gender-sensitive and age-appropriate teaching and learning paths with special consideration of the interreligious perspective; performance evaluation in religious education, basic issues of pastoral care at schools.	2	2

b.	PR Subject-Related Practical Course II Practical experience by observation, planning and implementing and reflecting on teaching Islamic Religious Education in the teaching and learning setting of 10-15-year old children.	2	3
	Total	4	5
Learning Outcomes: Graduates know the framework conditions of teaching religious education at secondary level I schools. They can plan, hold and evaluated lessons in religious education against the background of pertinent subject-didactic insights and practices.			
Prerequisites: Positive completion of compulsory module is a precondition for the PR Subject-Related Practical Course II.			

23.	Compulsory Module: Interreligious Didactics (Basics)	h	ECTS-Credits
a.	VO Fundamental Religious Didactics Basic understanding of religious education in pertinent documents on religious instruction and adult education; the important approaches of religious education didactics in contemporary religious education didactics; first theoretical introduction to the “Innsbruck Model for Religious Education” for planning, implementing and reflecting religious teaching/learning processes from an private and interreligious perspective.	2	2
b.	SE Fundamental Religious Didactics Advanced theoretical discussion of the “Innsbruck Model of Religious Education”; accordingly practical exercising of planning, implementing and reflecting learning processes with special consideration of the interreligious perspective.	2	3
	Total	4	5
Learning Outcomes: Graduates can distinguish and describe concepts, criteria and justifications for complex and gender-sensitive religious education teaching and learning in the contexts of school, adult education and congregation. They can apply the “Innsbruck Model of Religious Education” for their religious-didactical actions in different fields with regards to the respective situation.			
Prerequisites: none			

24.	Compulsory Module: Advanced Subject-Specific Teaching of Religious Teaching Methodology	h	ECTS-Credits
a.	SE Cooperative Didactics of Religious Education I: Didactics of Islamic Religious Education Thematic and content- related basics and criteria for religious-didactical action in cooperation with another theological and philosophical field.	2	3.5
b.	SE Project Development Application of fundamental knowledge of and criteria for religious instruction in a specific field of religious instruction, counselling, adult education and development of an independent project.	2	3
c.	SE Special Subject-Didactics: Hadith-Didactics Advanced subject-didactics in the field of the Hadith studies.	2	3.5
	Total	6	10

	<p>Learning Outcomes: Graduates develop fundamental competences for topic development from a didactic and subject-specific perspective. They are able to independently develop projects in the contexts of religious education, adult education and congregational work. They are competent in advanced issues of the topic Hadith.</p>
	<p>Prerequisites: none</p>

25.	Compulsory Module: Basic Competences, Extracurricular Educational Work and Pastoral Care	h	ECTS-Credits
a.	<p>VO Islamic Pastoral Care Learning the ability to develop different pastoral concepts based on Islamic theological concepts, taking into account the needs in Europe.</p>	2	3.5
b.	<p>SE Islamic Non-School Education Introduction to possible non-school educational places, institutions and organisations, as well as critical examination of the various offers.</p>	2	3.5
c.	<p>SE Basic Competences: Conflicts and Crises Basic psychological-therapeutic knowledge with regards to the operating principles of the human psyche, the laws of mental crises as well as the options of psychotherapeutic and psychiatric intervention.</p>	1	3
	Total		
	<p>Learning Outcomes: Graduates know different concepts of Islamic-theological pastoral care and can – based on them – develop context-sensitive concepts suitable for a pluralistic society. Moreover, they are able to apply their competences in different institutions such as Muslim congregations, in hospitals or correctional facilities. Graduates are able to appropriately assess mental crises, problem situations and exceptional circumstances and know about the possibilities of psychotherapeutic and psychiatric treatments.</p>		
	<p>Prerequisites: none</p>		

26.	Compulsory Module: Bachelor's Thesis	h	ECTS-Credits
	<p>SE Seminar with Bachelor's Thesis Writing of the Bachelor's Thesis on a subject-specific or subject-didactic topic; methodical reflection; presentation and discussion of intermediate results; final presentation of the Bachelor's Thesis; The Bachelor's Thesis corresponds to 9 (of altogether 10) ECTS-Credits.</p>	1	1 + 9
	Total	1	10
	<p>Learning Outcomes: Graduates are able to deal with the topic of the Bachelor's Thesis in an appropriate way with regards to methodology and content and to present the results in writing and orally in an understandable way.</p>		
	<p>Prerequisites: Positive completion of compulsory module 1</p>		

§ 6 Studies Induction and Orientation Stage

- (1) Within the scope of the Studies Induction and Orientation Stage, which takes place in the first semester, the following course examinations must be passed:
 1. SL Introduction to Qur'an Studies (CM 11 lit. a/2 hrs. /3 ECTS-Credits)
 2. VO Biography of the Prophet (Sira) (CM 9 lit. b/ 2 hrs. / 5 ECTS-Credits).
- (2) Successful passing of all exams of the Studies Induction and Orientation Stage entitles to passing all further courses and examinations as well as to writing the Bachelor's Thesis.
- (3) Before successful completion of the Studies Induction and Orientation Stage courses amounting to 22 ECTS-Credits may be passed. The requirements specified in the curriculum must be met.

§ 7 Bachelor's Thesis

- (1) In the Bachelor's Programme Islamic Religious Education a Bachelor's Thesis (corresponding to 9 ECTS-Credits) is to be written.
- (2) The Bachelor's Thesis is an independent written paper that must be written within the scope of courses.
- (3) The Bachelor's Thesis must be submitted in writing and in the electronic form specified by the Director of Studies.
- (4) With the consent of the head of the course within the scope of which the Bachelor's Thesis is written, it can be written in a foreign language.

§ 8 Examination regulations

- (1) Each module is completed through successful completion of examinations for the individual courses.
- (2) In courses without continuous assessment, the instructor is to determine and announce the method of examination (written or oral) before the start of the course.
- (3) In courses with continuous assessment, the instructor is to determine and announce the method of examination (written and/or oral) before the start of the course.

§ 9 Academic degree

The graduates of the Bachelor's Programme Islamic Religious Education are awarded the academic degree of "Bachelor of Arts", abbreviated "BA".

§ 10 Coming into force

- (1) This curriculum is effective as of 1.10.2013.
- (2) § 6 comes out of force on 31 December 2015.
- (3) § 6 in the version of the University of Innsbruck Bulletin of 8 June 2016, Issue 38, No. 444 comes into force on 1 October 2016 and is to be applied to all students commencing their study programme as of the 2016/2017 winter semester and to all students, who have not yet passed the courses of the studies induction and orientation stage according to the previous regulations.
- (4) § 3, § 5 no. 14 and 19 and § 8 par. 2 in the version of the University of Innsbruck Bulletin of 8 June 2016, Issue 38, No. 444 come into force on 1 October 2016 and are to be applied to all students.

- (5) The changes published in the University of Innsbruck Bulletin of 28 May 2018, Issue 47, No. 409 come into force as of 1 October 2018 and are to be applied to all students.

§ 11 Transitional provisions

For students, who have started their study programme before the 2016/2017 winter semester, the limitation of ECTS-Credits that may be passed before completion of the studies induction and orientation stage according to §6 par. 3 in the version of the University of Innsbruck Bulletin of 8 June 2016, Issue 38, No. 444 is not to be applied before 30 November 2017. After that point in time more courses and examinations may only be taken after successful completion of the complete studies induction and orientation stage.